



Gold Hill Elementary School

1000 Dave Gibson
Tega Cay, SC 29708

| | | |
|-----------------------|------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 821 Students | |
| Principal | Terry Brewer | 803-548-8250 |
| Superintendent | Dr. James N. Epps, Jr. | 803-548-2572 |
| Board Chair | Patrick White | 803-802-0033 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2012 | Excellent | Excellent |
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | Excellent | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

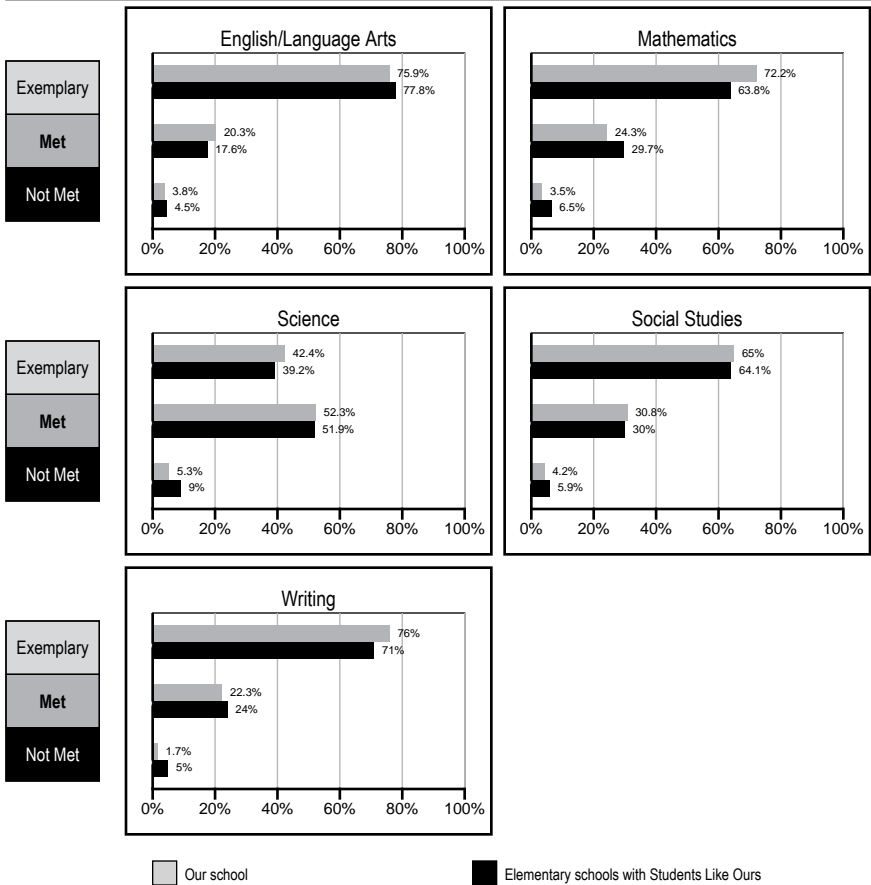
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 5 | 0 | 0 | 0 | 0 |

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=821) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.4% | Down from 0.6% | 0.4% | 1.0% |
| Attendance rate | 97.1% | Up from 96.5% | 97.1% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=52) | | | | |
| Teachers with advanced degrees | 69.2% | Up from 63.5% | 66.7% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 83.1% | Down from 84.5% | 86.5% | 88.7% |
| Teacher attendance rate | 95.2% | Down from 95.7% | 98.3% | 95.1% |
| Average teacher salary* | \$50,569 | Up 4.9% | \$45,833 | \$47,210 |
| Professional development days/teacher | 7.9 days | Down from 11.7 days | 8.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 9.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.6 to 1 | Up from 21.4 to 1 | 21.8 to 1 | 20.0 to 1 |
| Prime instructional time | 91.4% | Up from 90.9% | 94.9% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | No | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$5,648 | Down 10.3% | \$5,648 | \$7,247 |
| Percent of expenditures for instruction** | 75.3% | Down from 75.4% | 64.0% | 68.2% |
| Percent of expenditures for teacher salaries** | 74.3% | Up from 74.0% | 61.7% | 65.7% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gold Hill Elementary School (GHES) is a K- 5 grade school serving about 830 students. Due to continued high enrollment at GHES, the school has an enrollment freeze in grades 1-5 for this school year. Our mission states: Gold Hill Elementary School, in partnership with its students, parents, community, and the Fort Mill School District, will Guide learning opportunities in a safe and nurturing environment Have high expectations to encourage one's personal best Engage students in progressive and challenging lessons Stay student focused by making all decisions based on "what is best for students." Using the Fort Mill School District Strategic Plan and the GHES School Improvement Plan, our School Improvement Council, PTA, faculty, and staff worked together to establish goals for improvement for this year. Helping every student achieve the level of proficient on our state's Palmetto Assessment of State Standards (PASS), piloting a grant to provide a Financial Literacy Program in 3rd grade, maintaining the Junior Achievement Program to help young people be more successful in a global economy, incorporating the use of engaging curriculum with Engineering Is Elementary, and utilizing data to make instructional decisions were just a few of our goals for the year. GHES is fully accredited by the Southern Association of Colleges and Schools (SACS) and maintains an "All Clear" status from the State Department of Education. For the eleventh year in a row, the school earned the Palmetto Gold Award. Students demonstrated service learning through such projects as sponsoring the collection of canned food for the Fort Mill Care Center, collecting pledges for Juvenile Diabetes Research, raising money for Heifer International Service Learning Project, and collecting materials and supplies for the York County Humane Society. GHES was recognized for collecting more money than any participating school in the nation for the American Childhood Cancer Organization. Special programs and initiatives such as the Health and Nutrition Club, the Art and Technology Clubs, the Random Acts of Kindness Club, the Storytelling Club, Buzzy Beats, Hornets in Harmony, Accelerated Reader, Math Superstars, and the Academically Gifted Program give students more opportunities in advancing their skills. The Measures of Academic Progress (MAP) testing program is providing valuable information about the learning strengths and needs of our students. Compass Odyssey, a curriculum support and enrichment program which utilizes computers, helps to differentiate instruction and provide intervention, extension, and support for our students. Our PTA raised funds to buy books for classroom libraries, student agendas, an art slab and wheel, and funded numerous teacher requests for supplies and materials. We will continue to assess our strengths and weaknesses as part of our self-study for school improvement and SACS accreditation. The school will continue to set new goals for improved student performance and will continue to focus attention on student achievement, teacher quality, parent involvement, safety, technology advancements, health and wellness, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal; and Kara Griffin, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 119 | 80 |
| Percent satisfied with learning environment | 95.0% | 92.4% | 98.8% |
| Percent satisfied with social and physical environment | 95.0% | 91.6% | 96.2% |
| Percent satisfied with school-home relations | 100.0% | 90.8% | 96.2% |

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|--------------------------------------|--------------|
| Overall Weighted Points Total | 100.0 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Gold Hill Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.1% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.1% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

| | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students | 703.3 | 697.0 | 665.5 | 682.5 | 100.0 | 100.0 |
| Male | 697.4 | 702.3 | 667.4 | 694.1 | 100.0 | 100.0 |
| Female | 710.1 | 691.0 | 663.5 | 666.2 | 100.0 | 100.0 |
| White | 703.1 | 698.1 | 666.7 | 682.2 | 100.0 | 100.0 |
| African American | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 670.5 | 670.7 | 639.5 | 650.0 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2011 | 3 | 125 | 100 | 4.8 | 12.1 | 83.1 | 95.2 |
| | 4 | 117 | 100 | 0.9 | 23.5 | 75.7 | 99.1 |
| | 5 | 159 | 99.4 | 5.7 | 33.8 | 60.5 | 94.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 154 | 100 | 3.9 | 5.9 | 90.2 | 96.1 |
| | 4 | 127 | 100 | 5.6 | 29.4 | 65.1 | 94.4 |
| | 5 | 120 | 100 | 1.7 | 29.2 | 69.2 | 98.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2011 | 3 | 125 | 100 | 7.3 | 16.9 | 75.8 | 92.7 |
| | 4 | 117 | 100 | 0.9 | 25.2 | 73.9 | 99.1 |
| | 5 | 159 | 99.4 | 7.6 | 33.1 | 59.2 | 92.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 154 | 100 | 5.9 | 20.9 | 73.2 | 94.1 |
| | 4 | 127 | 100 | 2.4 | 26.2 | 71.4 | 97.6 |
| | 5 | 120 | 100 | 1.7 | 26.7 | 71.7 | 98.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2011 | 3 | 63 | 100 | 11.3 | 38.7 | 50 | 88.7 |
| | 4 | 117 | 100 | 0.9 | 54.8 | 44.3 | 99.1 |
| | 5 | 78 | 100 | 15.4 | 51.3 | 33.3 | 84.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 78 | 100 | 9.1 | 40.3 | 50.6 | 90.9 |
| | 4 | 127 | 100 | 6.3 | 62.2 | 31.5 | 93.7 |
| | 5 | 59 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2011 | 3 | 62 | 100 | 3.2 | 27.4 | 69.4 | 96.8 |
| | 4 | 117 | 100 | 2.6 | 21.7 | 75.7 | 97.4 |
| | 5 | 81 | 98.8 | 3.8 | 35.4 | 60.8 | 96.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 76 | 100 | 1.3 | 28.9 | 69.7 | 98.7 |
| | 4 | 127 | 100 | 5.5 | 37.8 | 56.7 | 94.5 |
| | 5 | 61 | 100 | 6.6 | 18 | 75.4 | 93.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 159 | 99.4 | 3.2 | 28 | 68.8 | 96.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 121 | 100 | 1.7 | 22.3 | 76 | 98.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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